

Example of Major Changes – A

Rationale:

1. When appropriate, the Essential Element (EE) was revised so that it accurately reflects the most crucial part of the corresponding Wyoming Content and Performance Standard (WyCPS).
2. The phrase “with prompting and support” was removed or added to ensure that it is only part of the Essential Element (EE) if the phrase is a part of the corresponding Wyoming Content and Performance Standard (WyCPS).

- **WyCPS: RI.1.2.** Identify the main topic and retell key details of a text.
- **Existing Extended Standard: EERI.1.2.** With prompting and support, retell details of a familiar text.
- **Recommended Extended Standard: EERI.1.2.** Identify the main topic of a familiar text.

Level IV Students will:

EERI.1.2. Identify the main topic and retell one key detail of a text. ~~Retell information from a text.~~

~~Ex. Locate the current day’s lunch option on a school menu.~~

~~Ex. Point to the correct daily schedule icon.~~

Ex. After reading a text (e.g., *Let’s Find Out About Ice Cream*), identify the main topic (e.g., how ice cream is made) and retell one key detail (e.g., The milk in ice cream comes from cows).

Level III Students will:

EERI.1.2. Identify the main topic of a familiar text. ~~With prompting and support, retell details of a familiar text.~~

~~Ex. Repeat an item from the school menu after hearing the day’s lunch options.~~

Ex. After a shared reading of a familiar text (e.g., *Fire! Fire!*), identify the main topic (e.g., how to stay safe if there is a fire).

Level II Students will:

EERI.1.2. ~~With prompting, support, and given choices, recall (retell?) a detail from informational (a familiar? All standards in this section are for informational) text.~~ Given a variety of choices, identify the main topic of a familiar text.

~~Ex. With guidance and support, Point to any icon on the daily schedule.~~

Ex. Given a picture or word bank (e.g., pictures of different plants and animals), choose the main topic (e.g., pumpkin plant) of a familiar text (e.g., *From Seed to Pumpkin*) that has been read aloud.

Level I Students will:

EERI.1.2. Attend to the main topic of a familiar text. ~~With prompting and support, respond to a reading of informational text.~~

~~Ex. Vocalize, make facial expressions, quietly attend to, or demonstrate gesture when listening to/reading informational text~~

Ex. Given a familiar text about animals in the zoo, look at or touch the pictures of the animals.

Ex. After listening to a familiar text (e.g., *My Five Senses*), touch or look at the body parts (e.g., nose, eyes) on a doll.

Examples of Major Changes – B

Rationale:

To address version-control issues, the “not applicable” phrase was replaced with an Essential Element (EE) and Instructional Achievement Level Descriptors or “not applicable” was added to replace EEs that are not relevant for students with significant cognitive disabilities.

- **WyCPS: RL.K.10.** Actively engage in group reading activities with purpose and understanding.
- **Existing Extended Standard: EERL.K.10.** Not applicable
- **Recommended Extended Standard: EERL.K.10.** Actively engage in reading group activities.

~~***The Extended Standards Educator committee determined there are no real-world applications for this standard that are appropriate for this population and/or they have been covered in previous standards.***~~

Level IV Students will:

EERL.K.10. Actively engage in reading group activities with purpose and understanding.

Ex. Actively engage in a shared reading group activity around a storybook or poem with purpose and understanding (e.g., Student asks and answers questions.).

Level III Students will:

EERL.K.10. Actively engage in reading group activities.

Ex. Actively engage (e.g., recite a repeated line when prompted) in a shared reading group activity around a storybook or poem.

Level II Students will:

EERL.K.10. Engage in a small group reading activity.

Ex. Look or listen for prompts in a familiar story and respond (e.g., In *City Mouse-Country Mouse* by John Wallner, clap each time country mouse appears.).

Level I Students will:

EERL.K.10. Attend to a small group reading activity.

Ex. Student participates in shared reading of a familiar story at their ability level (e.g., eye gaze, gesture, vocalization, or use of an augmentative communication device).

Examples of Major Changes – C

Rationale:

1. When appropriate, the Essential Element (EE) was revised so that it accurately reflects the most crucial part of the corresponding Wyoming Content and Performance Standard (WyCPS).
2. The phrase “with prompting and support” was removed or added to ensure that it is only part of the Essential Element (EE) if the phrase is a part of the corresponding Wyoming Content and Performance Standard (WyCPS).

- **WyCPS: W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **Existing Extended Standard: EEW.1.2.** With prompting and support, select a topic and use drawing, dictating, or writing to share how the story ended.
- **Recommended Extended Standard: EEW.1.2.** Given a topic, write an informative/explanatory text that provides a few facts about the topic.

Level IV Students will:

EEW.1.2. ~~Select a topic, and use drawing, dictating, or writing to share information some facts about the topic.~~ Select a topic and write an informative/explanatory text that provides some facts about the topic and a basic closing statement.

~~Ex. Use a multiple message voice output device to communicate a topic of choice of writing (e.g., friends), and then use the device to select words that provide information about the topic.~~

~~Ex. Tell the teacher~~ Select a topic for writing (e.g., trains, weather, animals), and dictate information about it including a closing statement.

Ex. Select a topic for writing, and use a combination of drawing, dictating, and writing to provide some facts and a basic closing statement.

Level III Students will:

EEW.1.2. ~~With prompting and support, select a topic, and use drawing, dictating, or writing to share information some facts about the topic.~~ Given a topic, write an informative/explanatory text that provides a few facts about the topic.

~~Ex. Select a topic from a variety of choices, and use drawing, dictating, writing, assistive technology, or other means of expression to convey a feeling, thought, idea, or need relative to the topic.~~

Ex. Given a topic (e.g., my birthday, holidays, toys, movies), use drawing and writing to communicate some facts (e.g., something they want, something they saw, a toy, cake, etc).

Ex. After choosing to write about themselves, use drawing, dictating, writing, or assistive technology to state some facts about themselves (e.g., their age, where they were born, what they like, etc.).

Level II Students will:

EEW.1.2. ~~With prompting and support, use drawing, dictating, or writing to share information some facts about a given topic.~~ Given a choice of topics and facts, select a topic and a matching fact for writing.

~~Ex. After discussing favorite things with a small group, use drawing and writing to communicate facts about their favorite things.~~

Ex. In a structured shared writing about a given topic (e.g., animals) where the teacher uses a repeated sentence frame to guide students (e.g., The _____ <animal> is _____ <color>), select appropriate responses from the choices to give information (e.g., The panther is black. The dog is brown.).

Ex. In a structured shared writing about classmates where the teacher uses a repeated sentence frame to guide students (e.g., _____ <name of classmate> is _____ <descriptor>), choose a classmate, and select from a choice of descriptor symbols to give information and complete the chart (e.g., Dallas is tall. Erin is happy.).

Level I Students will:

EEW.1.2. ~~With prompting and support,~~ Select a topic **using** from pictures or objects for writing.

Ex. After the teacher presents two of the student’s favorite toys, select one when asked, “What should we write about today?”

Ex. Given a selection of topics and ~~with~~ using partner-assisted scanning, choose a topic of interest.

Ex. Work with a group of peers on a writing topic (e.g., The peers narrow down the choices, present two to the student, and ask, “What should we write about today?”).